



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

January 4th, 2010

Mr. Stephen Edwards, Superintendent
Marion Community School Corporation
1240 South Adams Street
Marion, IN 46952

Dear Mr. Edwards:

On October 25, 2010, the Indiana Department of Education's (IDOE) English Language Learning & Migrant Education staff commenced an on-site monitoring review of Marion Community School Corporation's administration of Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the *No Child Left Behind Act* (NCLB), and the State of Indiana Non-English Speaking Program (NESP). Enclosed is a report based upon those reviews.

Prior to, during, and following the on-site monitoring review, the IDOE staff conducted a number of activities (described in the attached report) to verify compliance with the programmatic requirements of Title III and the State of Indiana Non-English Speaking Program.

The enclosed report summarizes the results of the on-site monitoring review. **Within 30 business days of the date of this letter**, please submit a response, and where appropriate, further documentation. IDOE will review the documentation and determine if it is sufficient to remove or remedy identified compliance problems.

In all cases where there are findings of non-compliance, Marion Community School Corporation **is responsible for taking appropriate action to remedy compliance deficiencies**. In some instances this can occur immediately and in some instances a longer term solution may be necessary. Where longer-term measures are necessary, Marion Community School Corporation must submit a specific detailed action plan with timelines and benchmarks for corrective action. IDOE is available to provide technical assistance as appropriate.

We look forward to continued cooperation in working with you and your staff members on any follow-up activities and in assisting Marion Community School Corporation with improving the delivery of Title III and NESP services.

Sincerely,

Mary Gardner, ELL Specialist
Division of Student Learning
Indiana Department of Education
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cc: Alyson Luther, Title III Director, Division of Student Learning, Indiana Department of Education
Amy Rauch, Title III/NESP Program Administrator, Marion CSC

**Indiana Department of Education
Title III and Non-English Speaking Program Monitoring**

District: Marion Community School Corporation

Monitoring Staff: Angela Mello & Mary Gardner, EL Specialists, English Language Learning & Migrant Education, Student Learning, IDOE; Alyson Luther, Director of Title III/NESP/Tile I, C, English Language Learning and Migrant Education, Student Learning, IDOE.

The Indiana Department of Education (IDOE) commenced on-site monitoring of Marion Community School Corporation on October 25th, 2010. The purpose of the on-site monitoring visit was to identify areas of strength, areas that need improvement, and areas of non-compliance with the Title III and Non-English Speaking Program requirements.

IDOE specifically monitored in the following areas:

Monitoring Topic		Statutory Citation
1.1	Compliance with the English Language Proficiency Assessment requirements	NCLB, Title III §3113 NCLB, Title III §3116
1.2	Compliance with requirements specific to meeting the Annual Measurable Achievement Objectives (AMAOs)	NCLB, Title III §3122(a)(1-3) NCLB, Title III §3111(b)(2)(B)
1.4	Compliance with the English Language Proficiency (ELP) Standards requirements	NCLB, Title III §3113
1.5	Compliance with Data Collection and Reporting requirements	NCLB, Title III §3121; §3123 EDGAR 34; CFR 76.731
2.1	Compliance with requirements for English Language Acquisition and Language Enhancement Programs	NCLB, Title III §3111 (b)(2)
2.4	Compliance with Parental Notice and Outreach requirements	NCLB, Title III §3302 Title VI, 34 CFR § 100.3 (a)(b)
2.5	Compliance with Program Design and Implementation requirements	NCLB, Title III §3115

During the on-site visit, IDOE spent time interviewing the Title III/NESP Program Administrator of Marion CSC. In addition, IDOE visited Frances Slocum Elementary School, Thurgood Marshall Intermediate School, and Marion High School where observations and interviews were conducted with EL Instructional Assistants and School Principals. IDOE also reviewed documents from Marion CSC, including district ESL policies and procedures, district notices to parents and student record information. Based on the above information, the report follows.

Monitoring Topic I.I: Compliance with NCLB, Title III Compliance with the English Language Proficiency Assessment Requirements

Statutory Requirements are contained in sections 3113 and 3116

Background

IDOE interviewed the Title III/ NESP Program Administrator regarding compliance with the English Language Proficiency Assessment requirements.

Areas of Compliance, Recommendations, & Required Actions

Home Language Survey Implementation (I.I.1):

The Home Language Survey is administered each year. It is included in the district's registration packets and each school and the central office has a copy.

Recommendation (I.I.1): The Home Language Survey should only be given out one time when the child first enrolls in the school corporation. Home Language Surveys should not be given out to families that have already filled one out. All original Home Language Surveys must be kept in the student's cumulative folder.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that the Home Language Survey will only be distributed once to each student that enrolls in the corporation.

English Language Proficiency Placement Assessment (I.I.2, I.I.3, I.I.4):

The Title III/NESP Director trains all Instructional Assistants to administer the LAS Links Placement test. The placement test serves also as baseline data for each student. The training to administer the LAS Links Placement test is done either in-person or via the web prior to the beginning of the school year.

English Language Proficiency Annual Assessment (I.I.5):

The Title III/NESP Director sends all Instructional Assistants to the IDOE website to watch the LAS Links WebEx about the Annual Assessment. All LEP students take the LAS Links Annually until they have received two consecutive scores of 5.

Data Reporting (I.I.6):

Amy Rauch is the district's Title III Program Administrator, and she submits English Proficiency Assessment data for the DOE-LM reporting. Prior to Amy receiving the data, the secretaries and principals at each school use Powerschool, the corporation's student data system, to verify that information is correct. After verification has been done, it is sent on to Amy Rauch to submit to the DOE-LM.

Findings of Non-Compliance and Required Actions for Monitoring Topic I.I

There are no findings for Monitoring Topic I.I.

Monitoring Topic 1.2: Annual Measurable Achievement Objectives (AMAOs)

Statutory Requirements are contained in Section 3122(a)(1-3) and Section 3111 (b)(2)(B)

Background

IDOE interviewed the Title III/NESP Program Administrator regarding the delivery of English language development services as they relate to meeting the AMAOs.

Areas of Compliance, Recommendations, & Required Actions

English Language Development Services in ESL and Content Area Classes (1.2.1):

AMAO Determinations (1.2.2):

Bilingual Instructional Assistants are aware of AMAOs and how they are calculated. They have watched the IDOE's WebEx: "Title III Annual Measurable Achievement Objectives March 2010."

Recommendation (1.2.2): Marion CSC met their three AMAO performance targets for the 2009-2010 school year, but they did not meet Part A of Part 2, which addresses students maintaining a level 5. The target was 50% and Marion only had 42% of their students maintain a 5. The IDOE recommends that Marion institute a more in-depth monitoring process for these students and involve general education teachers in the process.

Required Action: By February 15th, 2011, Marion CSC must submit what their new monitoring process will be and how general education teachers will be involved in this process.

Findings of Non-Compliance and Required Actions for Monitoring Topic 1.2
English Language Development Services in ESL and Content Area Classes (1.2.1):
Marion CSC's general education teachers are currently not using AMAOs to design lessons or units to help ensure that LEP students meet these goals.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that their ELD services are designed to help students meet the district's AMAOs.

AMAO Determinations (1.2.2):

Marion CSC has not informed administrators and general education program staff as to how AMAO's are calculated and the LEA's performance in each of the three areas.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that training about AMAOs has occurred for all general education teachers and administrators.

Monitoring Topic 1.4: Compliance with the English Language Proficiency (ELP) Standards Requirements

Statutory Requirements are contained in Section 3113

Background

IDOE interviewed the Title III/NESP Program Administrator, Principals, and corporation's bilingual instructional assistants regarding usage of the English Language Proficiency Standards.

Areas of Compliance, Recommendations, and Required Actions

Training and Technical Assistance (1.4.1):

IDOE ELL Specialist Olga Tuchman came on July 21st, 2010 and provided training about the ELP standards for Marion principals.

Ongoing Use of the English Language Proficiency Standards (1.4.2):

Recommendation (1.4.2):

It was determined that general education teachers at Marion CSC do not utilize ELP Standards or student ILPs to inform instruction for their LEP students.

Required Action: By February 15th, 2011, Marion CSC must provide a plan on how general education teachers will be trained to understand and incorporate the ELP Standards in their classrooms. Marion CSC will also detail how general education staff at all schools will implement the modifications and adaptations detailed in student ILPs in their instruction and how follow-up and collaboration will happen.

Findings of Non-Compliance and Required Actions for Monitoring Topic 1.4

There are no findings for Monitoring Topic 1.4.

Monitoring Topic 1.5: Compliance with Data Collection and Reporting Requirements

Statutory Requirements are contained in Section 3121 and 3123; EDGAR 34 and CFR 76.731.

Background

IDOE interviewed the Title III/NESP Program Administrator regarding the formal data reporting process specific to English Learners (EL).

Areas of Compliance, Recommendations, and Required Actions

DOE-LM Reporting (1.5.1):

Secretaries at each school input the data into the student management system (Powerschool). Then the principal checks the list of students and the data report is sent to Amy Rauch and verified. After verification, Amy Rauch submits the information to the DOE-LM.

DOE-LM Discrepancy Process (1.5.2):

Any DOE-LM discrepancies are sent to Amy Rauch. She then contacts the specific school building and together, they correct the errors. Amy Rauch is responsible for resolving any discrepancy issues.

Findings of Non-Compliance and Required Actions for Monitoring Topic 1.5

There are no findings for Monitoring Topic 1.5.

Monitoring Topic 2.1: Compliance with requirements for English Language Acquisition and Language Enhancement Programs: Programmatic Support

Statutory Requirements are contained in Section 311 (b)(2)

Background

IDOE interviewed the Title III/NESP Program Administrator, Superintendent, Migrant Instructional Assistants and general education teachers regarding English language development programs.

Areas of Compliance, Recommendations, and Required Actions

Use of Professional Development Provided by the State (2.1.1):

Currently, Marion CSC uses the Region 8 Service Center. Amy Rauch is the only one who attends state conference professional development opportunities. The Bilingual Instructional Assistants and Amy Rauch have participated in the LAS Links Data WebEx, the NESP WebEx, and the AMAO PowerPoint provided by IDOE. EL Specialist Olga Tuchman came and spoke with principals before school started about ELP standards. At the first faculty meeting of the year, each Bilingual Instructional Assistant spoke about the Migrant/LEP program, gave teachers an overview of the program, and gave each school a booklet of the ELP standards.

Recommendations (2.1.1): Marion CSC should use the WebEx training for LAS Links data, provided on our website at http://www.doe.in.gov/lmmp/LAS_links.html and the AMAO PowerPoint for all teachers and principals that work with English Learners.

We also recommend Cultural Awareness practices be implemented in instructional planning.

Required Action: By February 15th, 2011, Marion CSC must provide a detailed professional development calendar for the remaining portion of the 2010-2011 school

year and a plan for sustaining this professional development for the 2011-2012 school year. This should include a Cultural Awareness piece.

Collaboration (2.1.3):

Marion CSC is currently implementing the 8 Step Process across the district. This supports collaboration time for teachers.

Teachers collaborate daily at the elementary level, and once a week in grades 5-12. Twice a month the teachers collaborate with the Bilingual Instructional Assistants for 30 minutes.

Data walls are also used at all schools in Marion CSC and are discussed during collaboration time.

Recommendation (2.1.3):

Currently, general education teachers are not using Individual Learning Plans to inform instruction for their EL students.

Required Action: By February 15th, 2011, Marion CSC must provide a plan on how teachers will be educated about ILPs and how they will use them to reach their students' needs.

Findings of Non-Compliance and Required Actions for Monitoring Topic 2.1

There are no findings for Monitoring Topic 2.1.

**Monitoring Topic 2.4:
Compliance with Parental Notice and Outreach Requirements**

Statutory Requirements are outlined in Title III, Section 3302 and Title VI 34 C.F.R. § 100.3 (a)(b).

Background

IDOE interviewed the Title III/NESP Program Administrator.

Areas of Compliance and Recommendations

Annual Parental Notification (2.4.1):

Amy Rauch works with the Bilingual Instructional Assistants to ensure that the annual parent notification letter is sent no later than 30 days after the beginning of the school year (or within two weeks of lat enrollment). The Bilingual Instructional Assistants give the assessment and then put the translated letter together. Then Amy Rauch mails the letters.

Parental Outreach (2.4.2):

Any document that the school sends out is translated into Spanish. The Bilingual Instructional Assistants have very strong relationships with the families of their students. Marion CSC held a family night with a local church for the families of LEP students.

Recommendation (2.4.2):

Marion CSC needs to create and distribute a Parent Survey of Needs. This will be an effective means of outreach to parents of LEP students, and will foster the relationship between these parents and the school. It will also provide schools with important information about their LEP students.

Required Action: By February 15th, 2011, Marion CSC must provide Parent Needs Survey and a plan for how it will be implemented across the district.

**Findings of Non-Compliance and Required Actions for
Monitoring Topic 2.4**

There are no findings for Monitoring Topic 2.4.

**Monitoring Topic 2.5:
Compliance with Program Design and Implementation
Requirements**

Statutory Requirements are contained in Section 3115.

Background

IDOE interviewed the Title III/NESP program administrator, Principals, Bilingual Instructional Assistants and general education staff regarding program design and implementation requirements.

Areas of Compliance and Recommendations

Classified Staff are Fluent in English (2.5.1):

All classified staff members at Marion CSC who work with ELs are fluent in English based upon their degrees.

Certified Staff are Fluent in English (2.5.2)

All teachers at Marion CSC are Highly Qualified through the Praxis II exam or HOUSSE 2006.

Supervision of Instructional Paraprofessionals (2.5.3):

General education teachers create all lesson plans.

English Language Development Program Model (2.5.4):

Detailed below are programs and services that happen at each school.

Elementary: The bilingual specialist is pushing into the classrooms to support teachers with LEP/Migrant students. The 8 Step Process is being used to give students extra help in Language Arts and Math.

Intermediate: The bilingual specialist is pushing into the classrooms to support teachers with LEP/Migrant students. The 8 Step Process is being used to give students extra help in Language Arts and Math.

Jr. High: The bilingual specialist is pushing into the classrooms to support teachers with LEP/Migrant students. Read 180 is being used to help with reading and they are going over Math facts with students to improve math skills. The 8 Step Process is being used to give students extra help in Language Arts and Math.

High School: The bilingual specialist is pushing into the classrooms to support teachers with their LEP/Migrant students. The Read 180 program is being used to improve reading skills. The 8 Step Process is being used to give students extra help in Language Arts and Math.

Instruction and Assessment Adaptations (2.5.5):

Instructional Assistants write the ILPs for students. They meet with Amy Rauch on a bi-weekly basis to ensure that students are receiving appropriate and effective modifications and adaptations. Teachers are given the ILPs and are instructed to use them to inform their instruction.

Recommendation (2.5.5):

It is critical that a clear process is created to determine instructional and assessment adaptations for LEP students in order to best meet the needs of each individual student. Classroom teachers should also be involved in the creation of ILPs for their LEP students.

Required Action: By February 15th, 2011, Marion CSC must submit and implement their new process for determining what modifications and adaptations LEP students will require on their Individual Learning Plans. Marion CSC must also submit a plan for involving general education teachers in this process.

Reclassification (2.5.6):

The Bilingual Instructional Assistants monitor students who have received one or two 5s on their LAS Links Annual test. The Bilingual Instructional Assistants use test scores from ISTEP+/ECA, Acuity, quarterly grades (GPA), teacher feedback, parent feedback, and graduation requirements to monitor their students. This information is documented in the students' records.

Scheduling (2.5.7):

At the Elementary school, students are randomly dispersed. At the Intermediate and Jr./High Schools, students are scheduled based on class sizes and distributed amongst the teachers as any child would be. There is no special scheduling to reflect the needs of the students.

Recommendation (2.5.7): Students need to be scheduled based on the needs of the student. We recommend that students not be scheduled "randomly," but rather scheduled in clustered groups based on need.

Retention (2.5.8):

Retaining LEP students is very rare. Students who are at risk of retention are “red flagged” and will receive extra supports from the school staff. The Bilingual Instructional Assistant will often provide increased, targeted support to help the struggling student.

Special Education Referrals (2.5.9):

All students that are referred to Special Education go through the same process. Before a student is referred for Special Education, the student is provided support through Response to Instruction. The referral for Special Education is done by a teacher or the parent and then given to the Special Education Director. There must be consent for testing from the parent. Eleven LEP students are currently receiving Special Education services.

Collaboration across Programs (2.5.10):

Two schools in the district are school-wide Title I schools. This means that all students, including ELs, will receive extra support and assistance from this program. The Junior High School will be school-wide Title I next year. Some other schools in the district are targeted Title I schools, and EL students have appropriate access to these programs. Special education programs also include EL students when appropriate. At the high school level, IDEA provides resource time, Read 180 and System 44 for all students who need them.

**Findings of Non-Compliance and Required Actions for
Monitoring Topic 2.5**

There are no findings for Monitoring Topic 2.5.

FISCAL MONITORING (see the attached Fiscal Monitoring Report):

Monitoring findings

1. Crowe noted at least \$1,484 of payroll and FICA expenses incurred during the 2010-2011 grant period for Title III that were incorrectly included in the June 30, 2010 report of expenditures. Crowe noted the closing and review process of expenditures does not provide for adequate review.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that the report has been corrected to reflect accurate expenditures.

2. Crowe noted that there were reclassification entries between Title I, NESP, and Title III in order to move payroll expense. Grantee submitted a budget of four linguist specialists with their expense being allocated across the three above grant sources. During fiscal year 2010, the expenses of these employees were going to only one of the grants and not split as the budget was submitted. In order to close the grants a series of reclassification journal entries were made to reclassify all of the expenses of these employees to the proportion listed in the grant budget. It was noted that the payroll and accounting system is capable of breaking specific employee expenses between funds, but the process is a “pain”.

Required Action: By February 15th, 2011, Marion CSC must submit evidence showing that the payroll and accounting system is breaking specific employees between Title I, C, NESP and Title III funds.

3. Crowe noted that the closing process for the grants enables expenses incurred in the next grant cycle to be incurred in previous grant cycle. This is due to the fact that employees have contracts that enable them to be paid throughout the year for services rendered during the school year, which is August through May. Therefore, there are salaries paid during July and August which relate to the previous fiscal and school year.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that a system has been put in place ensuring all future expenditures will fall under the appropriate fiscal year.

4. The June 30, 2010 Financial Expenditure reports were prepared and submitted by the same employee, Accounts Payable specialist Glenda Davis. This person also posted reclassifying journal entries between Title I MEP, Title III, and NESP funds and it did not appear that there was a documented review of this entry nor reports that were sent to the IDOE.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that all reclassifying journal entries have been reviewed by the PA and any corrections and adjustments have been detailed.

5. Grantee was unable to provide evidence that the LEA has appropriately communicated with any non-public schools located in the LEA's boundaries that have LEP students generating Title III.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that they have communicated with any non-public schools in their boundaries that have LEP students generating Title III funds. If there are no schools generating funds, Marion CSC must submit evidence showing this.